### DARE Meeting Minutes

**Date & Location:**
11/10/2010
Don Bautista Room

**Attendees:**
Aguilar, Melisa; Bambhania, Doli; Ceballos, Julie; Dishno, Daniel; Hunter, Truly; Lam, Phong; Lister, Cindy; Mieso, Rob; Moberg, Kathleen; Myhre, Jennifer; Newell, Mallory; Norte, Edmundo; Reza, Jackie; Rosenberg, Jerry; Suresh, Meera; Weinberg, Pat; Woodward, Cheryl

**Guests:** None

**Absent:** Alves de Lima, Diana; Browning, Mary; Nguyen, Jim; Poon, Gordon; Roberts, Becky, Tomaneng, Rowena

**Notetaker:** Patel, Bhavi

## Discussion

### I. Approval of Agenda and the Minutes from 10/27/2010:

The agenda approved with the following changes: Since Browning, M could not attend the meeting, Lam, P. would replace her as a co-leader for the meeting along with Hunter. Minutes from 10/27/2010 approved.

### II. Assessment Report Group Activity

- The DARE members broke out into 4 groups to discuss the various sections of the Assessment report.

### III. Groups Report Out

#### Group 1: Peer Institution Comparison (Bambhania, Reza, Dishno, Ceballos, Norte):

- Page 2: Spelling of Santa Barbara is incorrect.
- Throughout document De Anza is inconsistent, De Anza is two words.
- In the comparison matrix (p. 11 and p. 12), include the instrument used (eg. Accuplacer).
- Include cut scores for testing into classes, if possible.
- Put De Anza College on the comparison matrix. How do we compare to other colleges?
- Empty cells: what do they mean? If we don’t have information, put that in, so it’s not confusing.
- On p. 6, the column headings are not clear.
- On p. 6, we were intrigued by #4: ‘Evaluate students’ study and learning skills.’ Why is this here? What are we doing to meet it?
- Change Pg. 25 “do” to “due” under the table.

#### Preliminary Recommendations:

1. Consider the possibility of aligning ourselves in assessment instruments and cutoffs with our sister campus. Maybe even the other local campuses?
2. Explore the idea of requiring students that get placed in a developmental class to take a study and learning skills class.

- **We need to do a better job of preparing students for Placement Tests.** Students that walk into the Student and Community Services building and apply for admission, get their SID within 10 minutes and most of the time they walk over to take their placement test on the same day without any kind of preparation. We need a way to slow them down between getting their IDs and taking a placement test so that they can prepare for the test. [Bhavi’s suggestion added 11/11/10: May be look into appointments that are at least a week away so that students have the time to prepare? Other Peer institutions do have an appointment system].
- **One of the problems is that the practice questions available on the web are only a few in comparison to the actual length of the test. Students need more questions to practice.**
- **Create a better linkage between placement testing and tutoring center.** The SSC is currently piloting with 100 students, using [www.mymathtest.com](http://www.mymathtest.com) which, designs a study plan based on the questions the student missed on the self-assessment. Can the tutoring center offer test-prep?
- **Should info about students’ rights with regards to the placement test be included?** (i.e the right to self-place into a course provided that they meet the pre-requisite requirement)
- **Should info about students who are exempt from taking the placement test be included?**
- **Look at De Anza’s cut-off scores.** They are much higher than other community colleges including Foothill. The conditions of testing are tough—only 30 minutes to write the essay.
- **Multiple Measures for Assessment:** Some students test well, some don’t. We aren’t doing a whole lot in this area. We give them the test, there are cut scores and they place into classes based on these very high cut scores. In some cases, students on the brink, if we used multiple measures, more students would place into English 1A.
- **Flowchart:** options at the bottom after they receive their recommendation. A lot of students are disappointed with their placements. Right now, about 50% of the students that walk in to take a placement test are retaking it. They didn’t start their classes and waited 6 months. Re-test period at other schools vary. Foothill has a wait period of 1 year for English and 3 months for Math and chemistry. We can look at that. Students that retake, scores aren’t really going up. Re-test policy used to be 3 months for all tests but it became overwhelming.
- **Pg. 15 “remedial” reading should be changed to “developmental.”**

Group 3: Current Data on Assessment (Hunter, Lam, Mieso, Myhre):

- What levels do students get placed into?
- What is the distribution?
- Look at this by demographic groups
- How easy/hard would it be to get this data for the same snapshot time period? We may need to go back and see if there is a pattern that develops with the stats.
- When did they take the tests? Demographics
- Disaggregate the data by demographics
- Persistence data: Are students moving through basic skills into college level classes
- Is the date there?
- Can soft pedal the recommendation but could to build the case.
- Add in high school data
- Could we look at the placement distribution by high school (e.g. which high school places students into 1A)
- Visual tables reporting all the data- not just in the narrative
- Data could help dictate how many basic skills classes we offer
- Multiple measures: some instructors do an assessment in their class and we’d like to compare that with the data from the assessment office. If there are multiple measures used, how are they used? And how are students placed?
- Students need to know the seriousness of the placement as well as the appeal process (?), more education about the process, how the system works
- Include Data in the report: how long after they take the test do they take the class.
- Students need to know the system. Instead of taking the placement test and then doing counseling 100, it may be better to take placement test and counseling 100 together to have them understand the importance of preparation and understanding of the system.
- Follow-up w/students who did wait several years; about why didn’t take Math 210, 212, 114
- How do we track students who take the test but don’t take the class?
- We know this would be labor intensive, but we know that if students don’t like their placement, they wait and they don’t take the class for a long time especially in math. If they haven’t taken the class in 1 quarter that they place into, we contact them to talk to them about why they haven’t taken it. We know it takes funding but maybe we can dream it and maybe we can find the funding.
- Could we expand MPS? More outreach for MPS
- Resurrect Math anxiety class
- Myportal result- what is lost? No personal contact to advise students; hard even for them to interpret the scores; very user un-friendly.
- Statistics will give a framework for what we’re dealing with
- Math department is launching an assessment exam that assesses what they know and develops a study plan based on their weaknesses. Mymathtest.com software. We’re piloting right now and we are paying for it. It’s only for the pre-algebra level.
- Include in the report the Success rate persistence from one quarter to another. Who in what levels, success & persistence (08-09 snapshot)

**Group 4: Student Reactions (Lister, Suresh, Rosenberg, Woodward)**

- Bottom of Pg. 27 is an analysis of the students that took the survey and shows how the structure of the questions played a role into the survey BUT Put it in the beginning.
- Should be a lot more summarized. Recommended to be 3-5 sentences and give simple background information (and information about the sample).
- Remind people on page 24 about the sample size of 1202 students next to all the
percentages.

- Bottom of Pg. 24 describes the percentage of students that agree/disagree that they were placed in the right class. The issue of students that disagree about their class placement is that the data does not state if they believe their disagreement is because if the class is harder or easier?

- Chart on pg. 25 difficult to understand. Change them into percentage also move that information next to the questions in Appendix A. Its hard to understand what you’re looking at. Include Appendix A directly in the body so that you see the question and you see the percentage underneath it.

- Bar charts on pg.26-27, the ratio of each group of bars in the charts seems to be consistent and doesn’t match the bar charts analysis.

- Review data to make new conclusions or find out where current conclusions were derived from.

- Pg. 28 Six themes in the qualitative data → how did they derive these themes (for validity sake). Need more specific.

- Process: Taking tests, receiving results → make these different themes b/c total diff experiences. Bring in data from Assessment center to see how relevant they feel these results are.

- Shows concerned/negative comments. So specify what they are.

- Bring in Gregory to explain data.

- Side note: it would be easier if the table of contents lists the page number next to each section/title.

Meera’s experience: sample questions were not enough. Actual test a lot longer than predicted. Didn’t know what scores were needed to get into what class.

If placed into wrong class, how did you do?

VI. Good of the Order

Myhre: Andrew Lamanque has put a call out for the District Research Advisory committee and asked for statement of interests. They meet twice a quarter and you get to weigh in on the research agenda. It’s a committee without a lot of homework.

DARE core WILL meet on 11/23, DARE general meeting on 11/24 will be rescheduled for 12/1 (location: TBA) due to the Thanksgiving Holiday.

VII. Action Items

Each group should send their notes electronically to Bhavi to be included in the minutes.

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<tr>
<th>Next Meeting</th>
<th>DARE Core: 11/23/2010 12:30 PM – 1:30 PM, Admin 130</th>
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<tr>
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<td>DARE General: 12/1/2010 3:30 PM – 5:00 PM TBA</td>
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